

The Effect of Principal's Academic Supervision and Work Motivation on Teacher's Job Satisfaction

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Abstract: The purpose of this study is to ascertain whether the academic oversight and work motivation of the principal at SMK Negeri 1 Prabumulih have an impact on teacher job satisfaction. In this study, 80 teachers were selected using the Slovin algorithm from a population of 100 teachers at Prabumulih State Vocational School 1, while the sampling is done by random sampling, this sort of study involves quantitative research with correlation and quantitative descriptive research methodologies. The research instrument is a questionnaire that has been evaluated for validity and reliability. The findings of the regression test, specifically simple linear regression and multiple linear regression using SPSS, support the research hypothesis that there is a substantial relationship between academic supervision and teacher job satisfaction.

Keywords: Academic Supervision, Job Satisfaction, Work Motivation

A. Introduction

Organizational members may have good attitudes toward their occupations, demonstrating satisfaction, or negative attitudes, demonstrating dissatisfaction with every part of their jobs, including the dangers involved, the work environment, task imbalances, and physical and mental stress (Sutrisno, 2019). This can be read as meaning that job satisfaction is directly correlated with the general mental processes, behavior, and tasks that organization members are required to do. Another way to look at it is that team members' attitudes toward their work will have an impact on their performance as well as their physical and mental well-being.

Providing quality education is the responsibility and goal of educational institutions. Schools have a very important position and play a very vital role in ensuring the implementation of a good or even great educational process as an official organizational unit or formal education system. But in reality, the attention of all parties is still needed at this time to reveal the quality of education in Indonesia.

With feedback from both other educators and the parents of kids, the writer can make several local observations, particularly in the vicinity of where they teach, including: First of all, today's kids have distinct personalities from young kids in the past. Parents and teachers frequently complain about their children's rude behavior toward their parents or their friends. Since it has been going on for almost two years, the COVID-19 epidemic is a major wave that has an impact on all facets of society, including schooling. The COVID-19 pandemic's effects on lost learning have made Indonesian education, which was already a difficult undertaking before the pandemic, substantially more difficult.

There is no doubt that teachers and their performance are a factor in the issue of education quality. Teacher performance is influenced by job happiness. The study's findings suggest that one of the key elements of educational assistance that significantly and positively influences student progress and achievement is the instructor. Teachers have an important role in the teaching and learning process, particularly in schools.

There won't be any change or improvement in the quality of educational input without adjustments and improvements in teacher competency, given the significance of the teacher's part, role, and function in changing educational input. Of course, if the teacher-student relationship during learning is poor quality, other components that support the curriculum, infrastructure, and prices will not aid and support.

To increase their competency, teachers must be highly driven and enthusiastic about their work. However, it is known from the findings of observations and interviews with several teachers and school principals on April 1-2, 2022, that the job motivation of educators has tended to decline ever since the COVID-19 epidemic changed the way that students are taught and learn.

The principal serves at least 7 (seven) different roles as a school's leader. The seven roles are known collectively as EMASLIM: Educators (educators), Managers, Administrators, Supervisors, Leaders, Innovators, and Motivators (motivators). The principal's role in the unique supervisory role is strongly tied to the role of supervising and advising teachers as they carry out the learning and teaching process. According to research by (Zulfakar et al., 2020), a good supervising role from the school administrator will be a key component in maintaining teacher job satisfaction, which can finally result in a high level of performance.

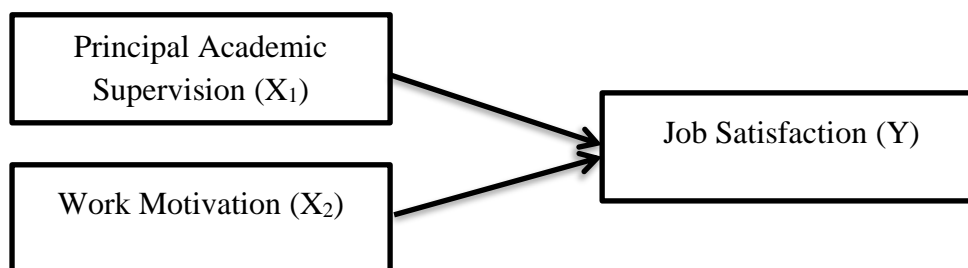
The principal serves as both a supervisor and a motivator for all members of the educational organization he oversees. As discovered in several studies on performance and motivation, such as those by (Arlita et al., 2020). It makes sense that this duty cannot be performed given the many responsibilities that a school

principal has. The principal is ineffective at exercising leadership since the functions as a management activity have not been achieved. The school principal's job and function as a professional manager affect lowering the quality of education (Mulyasa, 2011).

It was also discovered that a school principal occasionally transfers some of his authority to his staff members due to the obligations, roles, and responsibilities that must be fulfilled. This transfer of power is a tactic the principle uses to boost motivation and ensure that the tasks are completed successfully. This activity is carried out as a means of attempting to increase teacher work motivation by developing teacher abilities and improving teacher quality through coaching/supervision as the implementation of the role of the school principal (Yuda, 2014). Involvement in the form of delegation of authority is a means of giving assignments and responsibilities that are expected to increase cooperation to achieve goals directly.

Although this is a method of boosting motivation through the adoption of actions that the principal can carry out, if it can be done so, it will undoubtedly face challenges and receive varied assessments and evaluations. Based on early conversations with other instructors and observations at Prabumulih 1 Public Vocational School, the principal is regarded by the teacher as a typical person who does a good job performing his duties. The authors are interested in finding out additional information regarding whether the use of the principal's responsibilities as outlined in EMASLIM is related to the variables that affect teacher satisfaction at SMK Negeri 1 Prabumulih. The authors claim that additional research is required to determine how academic supervision under the supervision of school administrators and work motivation at SMK Negeri 1 Prabumulih affect job satisfaction. This is based on the synopsis provided above.

According to the description given above, the link between variable X_1 , the school principal's academic oversight, and variable Y , job happiness, is as follows. Likewise, the relationship between variable X_2 and Y , job satisfaction, is as follows:



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finding out additional information regarding whether the use of the principal's responsibilities as outlined in EMASLIM is related to the variables that affect teacher satisfaction at SMK Negeri 1 Prabumulih. The authors claim that additional research is required to determine how academic supervision under the supervision of school administrators and work motivation at SMK Negeri 1 Prabumulih affect job satisfaction. This is based on the synopsis provided above.

The following hypotheses are advanced in this study and are based on the framework mentioned above 1) At SMK Negeri 1 Prabumulih, job satisfaction is influenced by the principal's academic oversight. 2) Job satisfaction is influenced by work motivation at SMK Negeri 1 Prabumulih. At SMK Negeri 1 Prabumulih, the principal's academic oversight and work motivation have an impact on job satisfaction.

B. Methods

This study employs quantitative research techniques. The definition of research states that it is the methodical, logical collection and analysis of data utilized to accomplish a particular purpose. scientific data collection and analysis techniques, whether interactive or not, experimental or not, and both. Statistical or qualitative (Sukmadinata, 2013). Field research, a type of research that focuses on acquiring factual information in the field employed, was used in this study. There are two types of field research from a methodological standpoint: qualitative research and quantitative research. As a result of the investigation, data were gathered in the form of numbers in this study, which were then statistically analyzed (Sugiyono, 2012). Fundamentally, when applied in inferential research (within a framework of hypothesis testing), quantitative procedures rely on inferring information about potential errors in rejecting the null hypothesis. A quantitative technique will be utilized to determine group differences or the importance of the link between the variables evaluated (Azwar, 2017). Quantitative research is research that seeks to resolve issues by meticulously measuring particular factors, regardless of the time and location, the type of data gathered, particularly quantitative data, or the conclusions drawn (Arifin, 2012).

When employing a quantitative technique, research focuses on inferences regarding potential discrepancies from the null hypothesis and is inferential (in the sense of testing hypotheses). The use of A quantitative technique will be used to determine the significance of group differences or the significance of the relationship between the variables evaluated (Azwar, 2017). using a quantitative approach for this project. Regardless of the environment of time and location, the type of data collected, especially quantitative data, the goal of quantitative research is to find answers to issues through meticulous measurement processes for specific variables to provide conclusions that can be applied to other situations (Arifin, 2012).

Eighty teachers made up the demographic and sample used. Following are the procedures for collecting samples from the population of SMK Negeri 1 instructor in Prabumulih City: 1) The teachers at SMK Negeri 1 Prabumulih City are differentiated based on normative, adaptive, and productive skills by the stratified concept. 2) These schools will contribute a sample, with the number of samples corresponding to the number of teachers at each, based on the proportionate principle. A fraction of the population to be counted makes up the sample, or the sample could be a small population (miniature population) in (Arifin, 2012). Techniques for gathering data are available for use by researchers (Muhidin, 2011) states.

An accurate depiction of a certain circumstance will be provided by appropriate data collection techniques and research characteristics. As a result, acquiring knowledge makes research simpler. Additionally, this study makes use of a questionnaire that is distributed to respondents (other individuals who agree to respond to inquiries by usage instructions) (Riduwan, 2013). The used questionnaire is closed and dimensional, which means that it has prewritten statements that the respondent simply needs to complete by ticking the appropriate box on the checklist, making it simpler for the respondent to provide an answer. The questionnaire can also be referred to as a written interview because it contains several written questions that are addressed to the respondent and filled out by him (Arikunto, 2010). With the aid of data triangulation, it is hoped that the data acquired for this research will be trustworthy and be able to present a true and accurate picture of the factors under investigation.

C. Results and Discussion

Results of Hypothesis Testing

In this study, three methods were utilized to evaluate hypotheses: Pearson correlation, multiple linear analysis with the F test, and simple linear analysis with the t-test (see t table attached). Principal Academic Supervision's Impact on Job Satisfaction.

The following table shows how the number of instructors under academic supervision is distributed about job satisfaction:

Table 1. Distribution of the Number of Teachers on Academic Supervision of Job Satisfaction

Supervision (X1) * Job Satisfaction (Y)		Job Satisfaction			Total
Supervision		Low	Currently	Tall	
	Not Good	12	7	0	19
	Good	5	29	12	46
	Very Good	0	8	7	15
Total		17	44	19	80

Source: Results of 2022 Primary Data Processing

According to the table above, 12 instructors have low job happiness due to poor (low) academic supervision, and 7 teachers have intermediate job satisfaction. There are as few as 5 teachers for good academic supervision with low job satisfaction, 29 teachers with moderate job satisfaction, and 12 teachers with high job satisfaction, whereas there are 8 teachers with moderate job satisfaction and 7 teachers with high job satisfaction for very good academic supervision.

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Table 2. Supervision Pearson Correlation Table Principal Academic on Job Satisfaction

Correlations			
		Supervision	Job Satisfaction
Supervision	<i>Pearson Correlation</i>	1	.795**
	Sig. (2-tailed)		.000
	N	80	80
Job Satisfaction	<i>Pearson Correlation</i>	.795**	1
	Sig. (2-tailed)	.000	
	N	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Primary Data Processing Results, 2022

Table 3. Simple Linear Regression Table with t-Test

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	18.178	9.780		1.859	.067
	Supervision	.865	.075	.795	11.564	.000

a. Dependent Variable: job satisfaction
 Source: SPSS Primary Data Processing Results, 2022

Based on the results of testing the regression equation $Y' = 18,178 + 0.865 X_1$ it shows that if the school principal's academic supervision variable increases by one unit, the job satisfaction variable increases by 0.865 units. Pearson's correlation coefficient (r count) is 79.5%, with a significance level of 0.000 0.05. There is also a t-test with the results of $11.564 > t$ table 1.990 and a significance value of 0.000 0.05 which indicates that H_0 is rejected or H_a is accepted, which indicates that there is a significant positive effect between the principal's academic supervision on job satisfaction (based on the Pearson correlation value of 0.61-0.80 (61%-80%).

The Effect of Work Motivation on Job Satisfaction

To find out The distribution of the number of teachers on work motivation related to job satisfaction can be seen in the following table:

Table 4. Distribution of the Number of Teachers on Work Motivation on Work Satisfaction

Work Motivation * Job Satisfaction					
		Job Satisfaction			Total
		Low	Currently	tall	
Work Motivation	Low	13	2	3	18
	Currently	4	36	4	44
	Tall	0	6	12	18
Total		17	44	19	80

Source: Results of 2022 Primary Data Processing

According to the aforementioned data, 13 instructors lack work motivation and are unsatisfied with their jobs, whereas two teachers exhibit moderate job happiness and three teachers exhibit excellent job satisfaction. 36 instructors have moderate job happiness, four have high job satisfaction for moderate work motivation, and 36 teachers have low job satisfaction. Teachers with strong work motivation and moderate job happiness are then contrasted with those with high job satisfaction.

The table below shows the findings of calculating the relationship between work motivation and job satisfaction.

Table 5. Table of Correlation Results of Work Motivation to Job Satisfaction

Correlations		Job Satisfaction	Work Motivation
Job Satisfaction	Pearson Correlation	1	.740**
	Sig. (2-tailed)		.000
	N	80	80
Work Motivation	Pearson Correlation	.740**	1
	Sig. (2-tailed)	.000	
	N	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Results of 2022 Primary Data Processing

Table 6. Simple Linear Regression Table with t-test

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	18.961	11.548		1.642	.105
	Motivation	.868	.089	.740	9.722	.000

a. Dependent Variable: Job Satisfaction

Source: Results of 2022 Primary Data Processing

The regression equation $Y' = 18.961 + 0.868 X_2$, which is based on the table above, states that if the work motivation variable improves by one unit, the work satisfaction variable grows by 0.868 units. It can be concluded that H_0 is rejected or H_1 is accepted because there is a significant positive effect between work motivation and job satisfaction that has a strong correlation (based on the correlation value category received by Pearson between 0.61-0.80 or 6), and the Pearson correlation value (r count) is 74% with a significance value of 0.000 0.05. Additionally, there is a t-test with the results of $9.722 > t$ table 1.990 and a significance value of 0.000 0.05.

The Effect of Principal Academic Supervision and Work Motivation on Job Satisfaction

Table F test can be used to calculate the relationship or influence between the academic supervision of school principals and work motivation on job satisfaction (attached). The F table value for the F test with a significance level of 0.05 can be calculated using the following formula: $F_{table} = F(k;n-k) = F(2;80-2) = F(2;78) = 3.11$, so with a constant 2 and 80 samples collected, the F table value is 3.11.

**Table 7. Test Results for the Coefficient of Determination
 Between X1 and X2 against Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.819 ^a	.670	.662	6.351

a. Predictors: (Constant), Supervision, Motivation

Source: Results of 2022 Primary Data Processing

**Table 8. Multiple Regression F Test Results
 Between X1 and X2 against Y**

Coefficients						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.961	11.548		1.642	.105
	Motivation	.868	.089	.740	9.722	.000

a. Dependent Variable: Job Satisfaction

Source: Results of 2022 Primary Data Processing

Based on the information in the table above, it can be concluded that H0 is rejected or H1 is accepted because the significant value of academic supervision and the work motivation of the principal on job satisfaction is 0.000 < 0.05 and the Fcount value is 78.215 > Table 3.11. This shows that the principal's academic supervision and work motivation together have an influence of 67% on work satisfaction; the rest is influenced by other factors.

The Effect of Principal Academic Supervision on Job Satisfaction

The results of the research above indicate that there is a significant relationship between the principal's academic supervision and teacher job satisfaction at SMK Negeri 1 Prabumulih, with a significant value of 0.000 < 0.005. The correlation coefficient is 0.795 and the coefficient of determination (R square) is 0.632 indicating that the principal's academic supervision has an effect of 63.2% on job satisfaction. The happier the teachers at SMK Negeri 1 Prabumulih work, the better the academic supervision of the principal will be. Conversely, poor academic supervision by the principal will result in low job satisfaction for instructors at SMK Negeri 1 Prabumulih.

These findings are in line with (Messi et al., 2018) assertion that managerial and academic supervision attempts to enhance a teacher's work habits and performance, both of which have a positive impact on the ability to enhance learning outcomes while improving the standard of instruction. Activities carried out by educational supervision include coaching for a school, particularly for teachers who are hoping to improve their students' learning abilities. Enhancing teaching quality will benefit

teacher performance and boost student accomplishment, which will boost teachers' sense of job satisfaction. According to Glickman in (Djuhartono et al., 2021), academic supervision is a set of actions intended to support each teacher's development of their skills in managing the learning process by supporting teachers' development of their skills in the learning process so that they can achieve goals. objectives in a pre-planned process. The ability of teachers and other school staff to receive awards, advance their careers, and so on, as well as their selection to attend seminars as school principals, all of which would affect teachers' job satisfaction, were previously needed to improve teacher performance. School principals also assisted in this regard.

Workplace Motivation and Job Satisfaction

The findings indicated a significant relationship between work motivation and teacher job satisfaction at SMK Negeri 1 Prabumulih, with a significance value of 0.000 0.005 and a correlation coefficient of 0.740 with a coefficient of determination (R square) of 0.548. This indicates that work motivation has an effect of 54.8% on job satisfaction, indicating a strong relationship with a positive relationship, so the better or higher the teacher's work motivation, the more satisfied they will be in their jobs. Regarding job motivation, encouraging instructors to work hard by providing them with the knowledge, ideas, and skills necessary to attain educational objectives. motivation for teachers to pursue education as a career. If you lack motivation, you won't be able to instruct or teach since you lack the teacher's internal will.

Motivation is a psychological process that reflects the interaction between needs, perceptions, and one's own decisions, asserts that motivation is consistent with this Teck-Hong & Waheed (2015). In addition to within, motivation also comes from outside factors like pay. In line with Teck-Hong & Waheed (2015) theory that motivation comes from extrinsic factors, or driving forces that originate from outside the person himself, particularly from the organization where he works, in the form of administration and company policies, supervision, and payroll, are working conditions and relationships with coworkers. Therefore, if internal and external work motivation can be attained, it will affect teacher job satisfaction at Prabumulih 1 Public Vocational School.

The Effect of Principal Academic Supervision and Work Motivation on Job Satisfaction

The findings revealed that academic oversight and work motivation of school principals both simultaneously and significantly affect job satisfaction, with a significance value of 0.000 0.005 and a coefficient of determination (R square!) of 0.670 or 67%, indicating that it has a strong influence, while 33% others are

influenced by factors other than the variables studied. Because the coefficient of determination typically ranges from 0 to 1, the smaller the R square value, the more significant the relationship between the two variables is.

The principal's academic supervision has a significant impact on teachers' job satisfaction, which may be explained by the dual impact of the principal's academic supervision and work motivation. Thus, if the principal's academic oversight is successful, teachers will likewise have high job satisfaction. Similar to how work motivation affects teacher satisfaction, high levels of work motivation translate to high levels of teacher job satisfaction. The effect on teacher job satisfaction is also strong when these three variables are combined, particularly the principal's role as an academic supervisor and work incentives. According to this finding, which is consistent with Blum's theory in (Kartika & Kaihatu, 2010), job satisfaction is a general attitude that develops into a particular attitude toward several processes carried out from self-adjustment and the presence of individual interactions in it. Social factors, which are related to interactions or social interactions between coworkers and superiors or leaders, as well as financial factors related to guarantees on the welfare of employees or workers by covering things like the amount of salary, social security, as well as the existence of promotion opportunities, as additional factors that can have an impact on job satisfaction (Lusri & Hotlan, 2017). Therefore, stressing the importance of the principal's role in supervising teachers will help teachers feel motivated to work hard and advance in their careers. This will affect teachers' salaries and wages, which are incentives that contribute to their sense of fulfillment at work.

D. Conclusion

It is clear from the research results and analysis that the principal's academic supervision has a 63.2% impact on teacher satisfaction at Prabumulih 1 State Vocational School. To improve teacher work satisfaction, academic supervision might be implemented. This indicates that academic supervision by the principal plays a significant role in boosting teacher job happiness at SMK Negeri 1 Prabumulih, where 54.8% of teachers report that work motivation affects job satisfaction. This indicates that at SMK Negeri 1 Prabumulih, the level of teacher satisfaction increases as job motivation increases. This demonstrates that stressing work motivation is necessary to raise teacher job satisfaction at SMK Negeri 1 Prabumulih. The principal's work motivation and academic oversight have a 67% positive impact on teacher job satisfaction at SMK Negeri 1 Prabumulih. This implies that SMK Negeri 1 Prabumulih will improve teacher job satisfaction by improving participative leadership and school culture.

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